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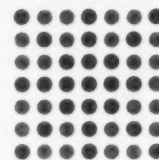
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ABSTRACT

The United Kingdom (UK) system of public education and training has been fundamentally reformed over the last 15 years. The improvements were designed to raise the quality of the system through increased autonomy for schools, colleges, and universities; a strengthened framework of accountability; enhanced parental and student choice; a more coherent qualifications system; and a greater diversity of institutions. The reform process has had to overcome various practical difficulties. Each of the four countries comprising the UK--England, Scotland, Wales, and Northern Ireland--has its own education system. This summary describes two specific reforms: reform of publicly-funded schools in England, and the vocational education system in England and Scotland. One table is included. Appendices contain an annotated bibliography, a list of educational organizations and bodies, information on study-tour opportunities in the UK, and information on the British Council's World Wide Web site. (LMI)

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ED 413 631

SHARING THE UNITED KINGDOM'S EDUCATION REFORM EXPERIENCE

SUMMARY

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P. Barrett

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

Introduction

The United Kingdom (UK) system of public education and training has been reformed fundamentally over the last fifteen years. These improvements have been designed to raise the *quality* of the system through:

- increased *autonomy* for schools, colleges and universities
- a strengthened *framework of accountability*
- enhanced parental and student *choice*
- a more *coherent qualifications* system; and
- a greater *diversity* of institutions.

The process of reform has not been easy. Various political and, especially, practical difficulties had to be overcome. Moreover, the reforms were carried out incrementally over a number of years. This process of responding to challenges and adjusting policy and implementation has produced in Britain a wealth of experience in the process of planning and administering complex education reforms.

The UK is made up of four countries - England, Scotland, Wales and Northern Ireland. Each has its own education system, though there are many similarities. This summary looks at two specific reforms: reform of publicly-funded schools in England, and the vocational education system in England and Scotland.

Reforming the Publicly-Funded School System: England

By the middle of the 1970s, it was becoming apparent that the English system of public education was ill-equipped to provide all its students with the kinds of skills and knowledge demanded by the modern economy. The system was characterised by, on the one hand, a worrying degree of variation in the quality of education provided in different areas of the country, especially in the inner cities, and, on the other, a lack of innovation and responsiveness

summary: 17 October 1996

EA 028225

to the needs of parents, and of the local and business communities. The reforms of the school sector have sought to release the professional talent and skills of teachers and schools to meet the needs of their pupils, but within a framework of accountability to ensure all pupils receive a quality education.

In all primary (elementary) and secondary (junior and high) schools the reforms have:

- *given schools greater autonomy over their own affairs*
- the overall responsibility for the management of the school is invested a governing body (school board), which consists of the head teacher (principal), and representatives of parents, teachers and the local (including business) community.
- governing bodies have the ability to hire and fire their teaching and other staff
- school have a delegated budget, which they can spend as they see fit
- a school's budget is determined principally by the number of pupils in the school
- *created a diversity of types of schools*

There are publicly-funded schools with:

- different intakes: from across the ability range or selective (by defined aptitude or ability), co-educational or single-sex, religious, or catering for children with special educational needs
- different organisational arrangements: within the ambit of a local government ("LEA maintained"), free from LEA control and funded from the centre ("grant-maintained"), and independent but with all pupils' fees paid by the state ("city technology colleges")
- different educational missions: specialising in the arts, science and technology, modern foreign languages, or sport.
- *increased parental choice.*

Parents have the right to apply to the school of their choice. If the school has space, the school must take the child (subject to certain exceptions - such as schools which select on the basis of pupils' ability). When a school is over-subscribed, it must use pre-established and published criteria to decide which pupils will attend the school. There is an appeals mechanism if parents feel these criteria are not objective or have not been correctly applied.

Schools, however, work within a framework of accountability.

- *a mandatory core curriculum*

The National Curriculum specifies the minimum to which children between ages 5 and 16 are entitled to be taught in 10 subjects (11 after age 11). Schools use the time beyond this minimum schools to address specific local needs or conditions, for example, to address the needs of a multi-cultural population or to respond to local geography or history. The National Curriculum does not prescribe teaching methodologies.

- *a national system of assessment and testing*

Every child is regularly assessed by teachers and through a series of nationally prescribed tests, at specific stages of a pupil's school career. At ages 7, 11 and 14, children are assessed by their teachers in English, mathematics and science, and through national tests in these subjects (except science at age 7). The tests and assessments are made against the targets set out in the National Curriculum.

At 16, at end of compulsory schooling, children can take a number of different national qualifications - either academic or vocational in orientation, or a mix of the two - leading to qualifications for work or further study.

- *a system of regular inspection*

All schools are assessed for their educational quality once every four years through an independent inspection. The reports are published and schools must draw up an action plan to respond any adverse inspection findings. Where inspection shows a school to be generally 'failing', the relevant local authority and/or the Government gains additional powers over the school to help turn it around.

- *increased publication of information about schools*

Under the Parent's Charter, parents are entitled to substantial information about what happens in schools. Schools must publish a full prospectus, which parents use when deciding about a school for their child. Parents get a report about their child's progress once a year. Each school must produce an annual report, with a prescribed minimum content. The Government produces national tables showing how each school performed on national assessments.

Reforming Vocational Education and Training: England and Scotland

The UK Government has been concerned to ensure that all its young people are given the opportunity to develop their talents to the greatest extent possible and the chance to acquire the skills and knowledge needed to take an active part in the country's modern economy. Historically, the UK education system has provided an internationally-recognised academically-oriented school and higher education system. However, in the past, this emphasis has meant that a significant proportion of the population has not been able to pursue courses or achieve recognised qualifications, in which they are most interested or to which they are most suited. This has, in turn, had a significant impact on the ability of commerce and industry to employ those with the necessary modern skills and techniques.

Therefore, the Government embarked, in the early 1980s, on an extensive overhaul of the various qualifications systems, and, in particular, of the system of vocational education and training. Under the new system, qualifications are to:

- be appropriate to students of all abilities and aptitudes
- offer students a choice from a variety of high-quality qualifications and courses
- allow different means of assessment, appropriate to content and context
- meet the needs of employers, by giving them a key role in the development of the awards
- offer continuing professional development and life-long learning to people already in employment

In addition, it was recognised that new institutional arrangements were needed to secure and promote these objectives.

A variety of appropriate qualifications

The qualifications system has three broad streams: the general, the vocational and the general vocational. Each stream awards qualifications at various levels of achievement, but the awards at a given level demand comparable achievements in all three streams. Students increasingly mix and match qualifications from different streams.

• general qualifications

- These qualifications have assessed students' abilities principally through external examinations and assessments, in traditional academic subjects. The examinations and syllabi are written by non-governmental agencies (usually affiliated with universities), called examination boards. These traditional academic qualifications have stood the test of time and provide a guarantee of high quality certifications. These examinations are usually taken by

students at 16 (at the end of compulsory schooling) and, at more advanced levels in fewer subjects, at either 17 or 18. Most students performing well on these examinations progress on to higher education.

- *vocational qualifications*

Vocational qualifications are targeted at those in work, whether seeking some form of continuing education or towards the end of their careers, or being trained towards a specific occupations. The qualifications are established for specific occupations - currently over 700 - from construction to hairdressing. Each qualification is made up of a number of units which set out the standards which the individual must reach in a range of tasks. The individual is assessed on the performance of these tasks, through a variety of methods - observation in the workplace, practical simulation, oral questioning, assignments and course work - as appropriate to the task and defined standard. These standards for each occupation are set by "lead bodies", led by employers, but usually with representation also from the employee and professional groups concerned.

- *general vocational qualifications*

Most recently, the Government has introduced new qualifications, which are vocational in orientation, but are designed to be taught in full time education, often alongside general qualifications. These general vocational qualifications enable students to develop knowledge and skills relevant to broad areas of work, such as business, manufacturing, information technology or health and social care, rather than specific occupations. While most students pursuing general vocational qualifications will be in schools or colleges of further education, learning frequently involves short work placements. These qualifications are based on explicit standards and are of a modular nature to allow credit accumulation.

Institutional Arrangements

- *schools and colleges*

The benefits of the flexibility inherent in the design of the qualifications system can be fully secured only if those offering the supporting courses - schools and colleges - have the ability to respond to the needs, abilities and demands of their students. Further education colleges, therefore, (like schools, as described above), have been granted significant autonomy over their own affairs, within a framework of accountability. They have responded to these freedoms and the result is a diverse set of entrepreneurial institutions. The funding arrangements also encourage this trend, by ensuring that generally institutions offering high quality, efficiently run, popular courses receive more money.

• *national accrediting and oversight bodies*

The new vocational qualifications must be of high quality. To ensure this, the Government has established regulatory bodies to ensure that qualifications have been designed on the standards set down by the Lead Bodies and that the awarding bodies have quality assurance systems to ensure that these standards are maintained from centre to centre (colleges, training providers, workplaces) and from year to year.

In addition, the funding bodies for further education colleges have developed funding formulae and inspection arrangements to ensure that those colleges offering high-quality, cost-effective courses receive enhanced funding.

Further reforms

The introduction of vocational qualifications has been highly successful. For example, good progress has been made towards the National Education and Training Targets, which were recently made even more challenging; the response to the new general vocational qualifications has been overwhelming - so far more than 74,000 students have gained full general vocational qualifications and a further 50,000 have gained some units towards them.

However, it is clear that further progress can be made: to simplify the qualifications system so that it is readily understood by students, schools and business; to increase participation and achievement in education and training and to minimise wastage; and to ensure that the assessment of all vocational qualifications is rigorous. To that end, the Government has moved to merge the bodies that are responsible for general and for vocational education and embarked on the formidable task of bringing the different qualification streams closer together to ensure comparability and equal rigour.

Two systems of vocational education and training

This summary has outlined the principles common to the vocational education and training systems in both England and Scotland. There are, though, some differences between the formally separate systems, as summarised in the table overleaf.

	England	Scotland
General qualifications	General Certificate of Secondary Education (GCSE) taken at 16, and General Certificate of Education ('A' levels) taken at 18.	Standard Grade taken at 16. Higher Grade ("Highers") taken at 17, and Certificate of Sixth Year Studies (CSYS) taken at 18.
Accreditation	School Curriculum and Assessment Authority (SCAA)*	No need for accreditation since only one examination board.
Awarding	By 4 examination boards.	SEB**
Vocational qualifications	National Vocational Qualifications (NVQs)	Scottish Vocational Qualifications (SVQs)
Accreditation	National Council for Vocational Qualifications (NCVQ)*	Scottish Vocational Education Council (SCOTVEC)**
Awarding	A variety of awarding bodies, such as independent examining, professional and industry bodies.	Mainly SCOTVEC, but also other awarding, professional and industry bodies.
General vocational qualifications	General National Vocational Qualifications (GNVQs)	General Scottish Vocational Qualifications (GSVQs)
Accreditation	NCVQ, working with SCAA.	SCOTVEC
Awarding	A variety of awarding bodies, such as independent examining bodies, and professional bodies.	SCOTVEC
Funding body for FE colleges	Further Education Funding Council (FEFC); an agency of the English Department for Education and Employment (DfEE).	Scottish Office Education and Industry Department (SOEID)

* As from September 1997, SCAA and NCVQ will merge to form the Qualifications and National Curriculum Authority.

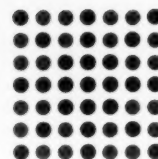
** As from April 1997, SEB and SCOTVEC will merge to form the Scottish Qualifications Authority.

SHARING THE EXPERIENCE OF THE UNITED KINGDOM'S EDUCATION REFORMS

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SHARING THE UNITED KINGDOM'S EDUCATION REFORM EXPERIENCE

SOURCES OF FURTHER INFORMATION

1: Annotated Bibliography of Further Information

Part A: Publications included in package of introductory materials

Small numbers of additional copies are available from the British Council, Washington, DC. Larger quantities should be ordered direct from the authoring organisation.

The English Education System: An Overview of Structure and Policy

Factual overview, produced by the DfEE, of all aspects of the English education system, setting out the roles of the different institutional players and providing some basic statistical information about the system. 35 pages.

Further Education for the '90s: A Guide to Further Education in Scotland

A brief overview of the further education system in Scotland. 35 pages.

Guide to Education and Training in Scotland

A detailed summary of the education system of Scotland, from pre-school to higher education. Includes a description of the various educational agencies in Scotland and their role. 60 pages.

Training in Britain: a guide

Describes, for a general audience, the strategy and targets in the field of training and qualifications; sets out the way vocational qualifications are constructed and the organisations involved; and lists 'key facts' about education and training. It covers Britain as a whole, outlining differences between regions where necessary. 33 pages.

From: The British Council, Washington DC

Part B: Further publications, available on request

The following are further publications that describe important aspects of the vocational education and training systems in the United Kingdom. Information on how to obtain copies of these publications is provided. All publications are provided free of charge, except where noted, though there may be a charge for large orders.

Please note that most of the organisations listed in Section 2 below have more publications available; contact them directly for more details and a publications list.

Competitiveness White Paper - Helping Business to Win and Competitiveness White Paper - Forging Ahead

The first two Government policy documents setting out its strategy for improving Britain's competitiveness. Sets out policy initiatives across a wide range of activities, including education and training.

From: HMSO. *Forging Ahead* can be found online at
<http://www.the-stationery-office.co.uk/document/dti/dti-comp/dti-comp.htm>

Education and Training in Scotland: A National Dossier

Factual and extensive overview of all aspects of the education and training system in Scotland, including sections on the political and economic background and the European dimension in education. 155 pages.

From: SOED

Further Choice and Quality: The Charter for Further Education

Sets out the standards of service that each further education college in England is expected to provide to students, employers and other members of the local community. Each college is required to produce a charter of its own, explaining how it will meet these expectations. 29 pages.

From: FEFCE. Also online at <http://www.open.gov.uk/charter/furthed.htm>

The Further and Higher Education Charter for Scotland

Sets out the standards of service that each further education college and higher education institutions in Scotland is expected to provide to students, employers and other members of the local community.

From: SOED. Also online at <http://www.open.gov.uk/charter/scotedu.htm>

GNVQ Assessment Review: Report

The National Council for Vocational Qualifications commissioned this report from Dr John Capey, as part of its development of General National Vocational Qualifications (GNVQs). The report makes a number of recommendations, especially for ways in which quality assurance can be enhanced and more consistent assessments can be made. NCVQ has accepted its recommendations as a basis for action. 30 pages, plus 9 appendices.

From: GNVQ

Higher Quality and Choice: The Charter for Higher Education

Sets out the standards of service that each higher education institution in England is expected to provide to students, employers and other members of the local community. Most higher education institutions produce a charter of its own, explaining how it will meet these expectations. 22 pages.

From: HEFCE. Also online at <http://www.open.gov.uk/charter/highed.htm>

Higher Still - Opportunity for All

Describes the reform of the general and general vocational qualifications in Scotland, which will bring these streams of qualifications together, in a single agency.

From: SOED

How the Council Funds Colleges

A brief non-technical guide to the basis for funding of further education colleges in England. 11 pages.

From: FEFC

Introduction to the Council

An introductory guide to the workings of the Further Education Funding Council in England, which sets out its aims and responsibilities, as well as describes its internal structure. 32 pages.

From: FEFC

Parent's Charter - Scotland

The Parent's Charter, part of the Government's Charter Initiative to increase the efficiency and responsiveness of public services, sets out for parents, in non-technical, ordinary language, how the Scottish education system works and what their rights and responsibilities are.

From: SOED. Also online at <http://www.open.gov.uk/charter/scopar.htm>

Review of 100 NVQs and SVQs

This report, the "Beaumont Report", was commissioned by the Department for Education and Employment and makes recommendations for enhancing the quality of National and Scottish Vocational Qualifications across a broad range of issues. The Report was published in December 1995. 47 pages.

From: Gordon Beaumont, c/o Review of 100 NVQs/SVQs, 25 Albion Road, Chesterfield, S40 1BR. Telephone +44.1246.566309. Fax +44.1246.207743.

Review of Qualifications for 16-19 Year Olds

This key report, commissioned by the Government and written by Sir Ron Dearing, sets out a number of significant recommendations for the future of the framework of qualifications for 16-19 year olds. The report covers general, general vocational, and vocational qualifications, as well as the role of accrediting and awarding bodies. The report covers England, Wales and Northern Ireland. The Government has accepted its recommendations. The Summary Report runs to 52 pages.

From: SCAA.

Value Added in Education: A Briefing Paper from the Department for Education

A non-technical overview of the work carried out by Newcastle University, funded by the DfEE, to investigate methods for assessing the value that schools add to the education of their pupils. Intended to introduce schools to the idea of assessing their performance in meaningful ways over time. 12 pages. There is a separate technical appendix.

From: DfEE

Work Experience: A Guide for Employers and Work Experience: A Guide for Schools

Two guides that offer general guidance and practical advice on the main issues relating to work experience placements for pupils in schools in England. The guides are intended to assist schools in establishing structured programmes which generate the maximum learning benefit for pupils. 38 pages each.

From: DfEE

2: Educational Organisations and Bodies

The British Council

3100 Massachusetts Avenue, N.W.
Washington, DC 20008-3600
tel: (202) 588 7387
fax: (202) 588 7918

The Department for Education and Employment

Sanctuary Buildings
Great Smith Street
LONDON
SW1P 3BT
tel: +44.171.925.5000. To order copies of booklets, call +44.171.510.0150.
fax: +44.171.925.6000
email: info@dfee.gov.uk
WWW: <http://www.open.gov.uk/dfee/dfeehome.htm>

The Scottish Office Education Department

International Relations Branch
43 Jeffrey Street
EDINBURGH
EH1 1DN
tel: + 44 131.244.5584
fax: +44.131.244.5581
email: hj@irb.soed.gov.uk

The Welsh Office Education Department

Government Buildings
Cathays Park
CARDIFF
CF1 3NQ
tel: + 44.1222.823207
fax: +44.1222.825524

Office for Standards in Education (OFSTED)

Alexandra House

29-33 Kingsway

LONDON

WC2B 6SE

General tel: +44.171.421.6800

Publications tel: +44.171.510.0180

fax: +44.171.421.6707

WWW: <http://www.open.gov.uk/ofsted/ofsted.htm>

Funding Agency for Schools

Albion Wharf

25 Skeldergate

YORK

YO1 2XL

Tel: +44.1904.661661

Local Education Authorities

Each of the local authorities in England can be contacted individually, or enquiries can be addressed to either of the organisations below:

Association of County Councils

Eaton House

66A Eaton Square

LONDON

SW1W 9BH

Tel: +44.171.222.8100

Association of Metropolitan Authorities

35 Great Smith Street

LONDON

SW1P 3BJ

+44.171.222.8100

Further Education Development Agency

Dumbarton House

68 Oxford Street

LONDON

W1N 0DA

Further Education Funding Council for England

Cheylesmore House

Quinton Road

COVENTRY

CV1 2WT

tel: + 44.1203.863000

fax: + 44.1203.863100

WWW: <http://www.wwt.co.uk/fefcinfo/fefc.html>

Further Education Funding Council for Wales

Lambourne House

Cardiff Business Park

Llanishen

CARDIFF

CF4 5GL

tel: +44.1222.761861

www: <http://www.niss.ac.uk/education/fechw>

General Teaching Council for Scotland

5 Royal Terrace

EDINBURGH

EH7 5AF

tel: +44.131.556.0072

Her Majesty's Stationary Office (HMSO)

Please consult your local telephone directory for the nearest authorised bookseller. Information on booksellers in the USA is available online at <http://www.the-stationery-office.co.uk/>

Higher Education Funding Council for England

Northavon House

Coldharbour Lane

BRISTOL

BS16 1QD

tel: +44.117.9317317

fax: +44.117.9317203

Higher Education Funding Council for Wales

Lambourne House

Cardiff Business Park

Llanishen

CARDIFF

CF4 5GL

tel: +44.1222.761861

www: <http://www.niss.ac.uk/education/hechw>

Higher Education Quality Council

344-354 Gray's Inn Road

LONDON

WC1X 8BP

tel: +44.171.837.2223

www: <http://www.niss.ac.uk/education/heqc/index.html>

National Council for Education and Training Targets

Seventh Floor

222 Grays Inn Road

LONDON

WC1X 8HL

Tel: +44.171.211.4529

Fax: +44.171.211.4550

National Council for Educational Technology

Milburn Hill Road

Science Park

COVENTRY

CV4 7JJ

Tel: +44.1203.416994

National Council for Vocational Qualifications

222 Euston Road

LONDON

NW1 2BZ

Tel: +44.171.387.9898

fax: +44.171.387.0978

School Curriculum and Assessment Authority (SCAA)

Newcombe House

45 Notting Hill Gate

LONDON

W11 3JB

tel: +44.171.229.1234

fax: +44.171.229.8526

WWW: <http://www.open.gov.uk/scaa/scaahome.html>

Scottish Higher Education Funding Council (SHEFC)

Donaldson House
97 Haymarket Terrace
EDINBURGH
EH12 5HD
Tel: +44.131.313.6500
Fax: +44.131.313.6501
www: <http://www.shefc.ac.uk/shefc/welcome.htm>

Scottish Vocational Education Council (SCOTVEC)

Hanover House
24 Douglas Street
GLASGOW
G2 7NQ
General tel: +44.141.248.7900 Orders: + 44.141.242.2168 (fax: 242.2123)
Fax: +44.141.242.2244
email: mail@scotvec.org.uk

Scottish Examination Board

Ironmills Road
Dalkeith
Midlothian
EH22 1LE
tel: +44.131.663.6601
fax: +44.131.654.2664

Scottish Further Education Unit

Jordanhill Campus
Southbrae Drive
GLASGOW
G13 1PP
tel: +44.141.950.3149
fax: +44.141.950.3167

Scottish Higher Education Funding Council

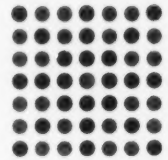
Donaldson House
97 Haymarket Terrace
Edinburgh
EH12 5HD
tel: +44.131.313.6500
fax: +44.131.313.6501

Teacher Training Agency
Portland House
Stag Place
LONDON
SW1E 5BH
Tel: +44.171.925.3700
Fax: +44.171.925.3790

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<marion.wolfe@bc-washingtondc.sprint.com>



SHARING THE UNITED KINGDOM'S EDUCATION REFORM EXPERIENCE

OPPORTUNITIES TO LEARN MORE

Study Tours to the United Kingdom

These week-long tours will give participants unparalleled access to those who have been and are actively involved in the UK education reforms, including

- Senior Government politicians
- senior civil servants
- representatives from professional organisations
- representatives from industry and commerce
- academics

The tours will incorporate visits to educational institutions, with the opportunity to discuss with teachers and local leaders the impact of the reforms.

The Vocational Education and Training Study Tour will study the systems in England and in Scotland, and will visit colleges in both countries. Topics will include:

- quality assurance
- enhancing the status of vocational qualifications
- the role of business and industry
- the role of schools.

The vocational education systems in both countries are currently undergoing further reform, to build on the lessons learnt, and Tour participants will have a chance to discuss these changes as they are happening.

The first Tours are being planned for April and May 1997. It is hoped that there will be further tours later in the year as well.

Presentations in the US on the United Kingdom's education reforms

We intend to conduct a series of presentations around the country on the UK education reforms. These presentations will be led by those who have been closely involved in the reforms. They are an opportunity to learn first hand about the problems of systematic reform and of how the UK responded to them. The presentations will be informal, with plenty of opportunity for questions and response.

Presentations are planned for the following cities:

- | | |
|-----------------|-------------------|
| * Atlanta | * Baltimore |
| * Boston | * Chicago |
| * Los Angeles | * Minneapolis |
| * New York City | * San Francisco |
| * Seattle | * Washington, DC. |

Further presentations can be arranged in other locations, if there is interest.

Please indicate on the *Response Sheet* in this package of materials if you wish to attend one of these sessions.

British Council International Seminars

As part of its aim to encourage cultural and scientific exchange between the UK and other countries, the British Council runs a successful programme of short seminars and courses, directed by leading UK specialists. Their aim is to enable senior specialist, academics and professional people to learn about recent developments and new ideas in their fields through participation in international discussion at a high level.

In 1996-97 the Council is running the following seminars on UK education:

96003 Flexible vocational education and training: meeting the needs of local industry.
9 Mar - 15 Mar 1997

96790 Technology education in the core curriculum
1 - 11 March 1997

96610 University management and administration: managing universities in critical times
16 - 22 Mar 1997

97026 Efficient and effective management of agricultural education
18 June - 1 July 1997

- 97028 Rural and remote schools: continuing professional development for teachers
6 - 12 Apr 1997
- 97039 Making in-service education effective
7 - 17 July 1997
- 97029 Managing universities for today and tomorrow
6 - 12 July 1997
- 97030 Financial and resource management in higher education (2nd module of 97029)
13 - 23 July 1997
- 97051 The fourth international seminar on industry and higher education working together
23 Apr - 1 May 1997
- 97076 The second seminar on gender and management issues in education
March/April 1998

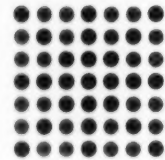
For more information about these or other seminars, please contact Toby Linden or Marion Wolfe at the British Council in Washington DC, or the International Seminars Department of the British Council in London by email at: <International.Seminars@britcoun.org>. Descriptions of all British Council International Seminars are available through the British Council's Website at <http://www.britcoun.org/seminars/isemedu.htm>

If you are interested in pursuing any of these opportunities, please fill out the **Response Sheet**, and return it to Toby Linden or Marion Wolfe at:

The British Council
3100 Massachusetts Avenue, N.W.
Washington, DC 20008-3600
fax: (202) 588 7918

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3100 Massachusetts Avenue, N.W., Washington DC 20008-3600.
For more information, please contact either Toby Linden at 202.588.7854 or
<toby.linden@bc-washingtondc.sprint.com>, or Marion Wolfe at 202.588.7846 or
<marion.wolfe@bc-washingtondc.sprint.com>



SHARING THE UNITED KINGDOM'S EDUCATION REFORM EXPERIENCE

RESPONSE SHEET

Thank you for your package of information.

I would like to learn more about the reforms of the UK education system.

Dr Arthur Cohen
Director
ERIC Clearinghouse for Junior Colleges
University of California at Los Angeles
Math-Sciences Building Room 8118
405 Hilgard Avenue
Los Angeles, CA 90024-1564
Telephone: 310 825 3931
Fax: 310 206 8095

I can be contacted by email at: _____

(Please make any necessary corrections or additions.)

Study Tour

Please send me further details about the Vocational Education and Training Reform Study Tour to the United Kingdom, as I am interested in participating.

_____ (please check)

The precise dates are yet to be finalised, but it is expected that the first Tour will take place in April or May of 1997. It is hope that others will be available later in the year.

Continues overleaf

Presentations on the UK's education reforms

I am interested in attending the presentation in (please circle)

- | | |
|------------------|-----------------|
| * Atlanta | * Los Angeles |
| * Baltimore | * Minneapolis |
| * Boston | * New York City |
| * Chicago | * San Francisco |
| * Washington, DC | * Seattle |

I would/would not * be interested in cooperating with others to host a presentation in my locality.

[* Please delete as applicable.]

Further Information

Please send me information about the following other issues in UK education (please specify)

Please return this Response Sheet to Toby Linden or Marion Wolfe at:

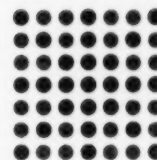
The British Council
The Cultural Department, The British Embassy
3100 Massachusetts Avenue, N.W.
Washington, DC 20008-3600

SHARING THE EXPERIENCE OF THE UNITED KINGDOM'S EDUCATION REFORMS

This material has been prepared by The British Council,
3100 Massachusetts Avenue, N.W., Washington DC 20008-3600.
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<toby.linden@bc-washingtondc.sprint.com>, or Marion Wolfe at 202.588.7846 or
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SHARING THE UNITED KINGDOM'S EDUCATION REFORM EXPERIENCE

THE BRITISH COUNCIL'S WORLD WIDE WEB SITE

<<http://www.britcoun.org/usa/index.htm>>

Welcome to the UK's education system - *on line!*

The British Council's new Website is your one-stop shop for finding out about education in the United Kingdom. It is full of useful information, as well as providing valuable links to related home pages. The homepage is **<<http://www.britcoun.org>>**.

The British Council in the United States has designed its own home page, with information tailored to the US audience. Set your bookmark to:

<<http://www.britcoun.org/usa/index.htm>>

From there you can explore the United Kingdom education system at your leisure. Here are some of the highlights.

A basic guide to the UK education system

<<http://www.britcoun.org/education/eduguide.htm>>

This British Council page links to pages which give an overview of different aspects of the education system, including: policy, structure, management, quality assurance and improvement, curriculum, assessment and reporting, and teacher education. For example, the quality assurance page describes the system of regular and independent school inspection (with a link to Ofsted, the governmental body in charge) and the work of the Higher Education Quality Council, which oversees quality control in the higher education sector (and with a link to the HEQC).

Another useful source is the set of the British Information Service factsheets on various aspects of the education system. These could be found at **<<http://148.100.56.24/bis/fsheets/leafidx.htm>>**.

Linking to specific government bodies

The best source for addresses of governmental bodies is the British Government's Information Service. They can be found at [<http://www.open.gov.uk>](http://www.open.gov.uk). From there you can use their search facility to search for references to names, particular phrases or words in *any* on-line Government Web page.

Up-to-the-minute information

You can find just about all the latest Government publications on the Internet. The best place to start is the Stationery Office at [<http://www.the-stationery-office.co.uk/>](http://www.the-stationery-office.co.uk/). For example, the latest proposals for enhancing the competitiveness of the British economy, with education and training in a central role, can be found at

[<http://www.the-stationery-office.co.uk/document/dti/dti-comp/chap1.htm>](http://www.the-stationery-office.co.uk/document/dti/dti-comp/chap1.htm), etc, and a summary of proposals to extend further the ability of schools to manage their own affairs can be found at [<http://www.the-stationery-office.co.uk/document/dfec/sgfs/selfgov.htm>](http://www.the-stationery-office.co.uk/document/dfec/sgfs/selfgov.htm).

Studying in Britain

Information about studying in the UK (especially at the graduate level) may be accessed from the British Council's Web site at

[<http://www.britcoun.org/usa/usastud.htm>](http://www.britcoun.org/usa/usastud.htm)

Other useful addresses are [<http://www.britcoun.org/eis/briteduc.htm>](http://www.britcoun.org/eis/briteduc.htm), which provides an overview of the higher education system, and [<http://www.britcoun.org/eis/courses.htm>](http://www.britcoun.org/eis/courses.htm) which links to a central database of all postgraduate courses (called PROSPECT) and research opportunities. To link to specific higher education institutions, go to the British Information Services page [<http://148.100.56.24/bis/fsheets/1a.htm>](http://148.100.56.24/bis/fsheets/1a.htm), or the British Council's page [<http://www.britcoun.org/eis/instprof.htm>](http://www.britcoun.org/eis/instprof.htm).

A couple of other interesting possibilities to get you started

Find out about the Improving Schools programme, run by the Department for Education and Employment, which brings together schools, universities and government agencies to distill the lessons of effective schools and school improvement programmes, and then disseminates them. Go to [<http://www.open.gov.uk/dfec/imschool/impnet.htm>](http://www.open.gov.uk/dfec/imschool/impnet.htm).

The British Government has introduced a mandatory core curriculum for all English and Welsh schools, and it is contained in one paper volume! To view the version for English schools online go to [<http://www.dfec.gov.uk/nc/>](http://www.dfec.gov.uk/nc/).